

HOWARD UNIVERSITY

JANUARY 20, 1925.—Committed to the Committee of the Whole House on the state of the Union and ordered to be printed.

Mr. DALLINGER, from the Committee on Education, submitted the following

REPORT

[To accompany H. R. 10604]

The Committee on Education, to which was referred H. R. 10604, a bill to amend section 8 of an act entitled "An act to incorporate the Howard University in the District of Columbia," approved March 2, 1867, by authorizing Federal appropriations to aid in the construction, development, improvement, and maintenance of said university, having considered said bill, reports favorably thereon with the recommendation that the bill do pass as introduced.

Howard University was incorporated under the act of March 2, 1867. The first Federal appropriation for its aid was granted March 3, 1879. From that date the Federal Government has annually contributed to the construction, maintenance, and development of the institution, \$221,000 being the largest amount appropriated for maintenance in any one year. Since the establishment of the Budget System, however, and the consolidation of all jurisdiction over appropriations in one committee of the House, items recommended by the Budget and approved by the Committee on Appropriations have frequently been stricken out in the House on the point of order that such appropriations are not authorized by existing law. The purpose of this bill is to authorize such appropriations for the maintenance, development, improvement, and construction of Howard University as Congress may annually desire to make.

The university has an attendance of about 2,000 students, who are required to pay tuition and provide for their own living expenses. It has been thoroughly investigated by the college rating board of the Maryland and Middle States district and rated in class A. Thirty-eight States and thirteen countries are represented in its attendance. President Durkee gives it as his judgment that fully

97 per cent of those who have attended Howard have "stood up in the country as centers of influence for good."

Apart from the precedent established by 45 years of congressional action, the committee feels that Federal aid to Howard University is fully justified by the national importance of the Negro problem. For many years past it has been felt that the American people owed an obligation to the Indian, whom they dispossessed of his land, and annual appropriations of sizable amounts have been passed by Congress in fulfillment of this obligation. The obligation in favor of the Negro race would seem to be even stronger than in the case of the Indian. The Negro was not robbed of his land as was the Indian, but he was seized by force and brought unwillingly to a strange country, where for generations he was the slave of the white man, and where, as a race, he has since been compelled to eke out a meager and precarious existence.

Moreover, financial aid has been and still is extended by the Federal Government to the so-called land-grant colleges of the various States. While it is true that negroes may be admitted to these colleges, the conditions of admission are very much restricted, and generally it may be said that these colleges are not at all available to the Negro, except for agricultural and industrial education. This is particularly so in the professional medical schools, so that the only class A school in America for training colored doctors, dentists, and pharmacists is Howard University, it being the only place where complete clinical work can be secured by the colored student.

There is furthermore a strong practical reason why a school like Howard University should be maintained in the District of Columbia. The Freedmen's Hospital was authorized by Congress in 1904, and was built upon land owned by Howard University. The university generously leased the land to the Federal Government for 99 years, at \$1 a year, with a privilege of renewal for a like period. The existence of this hospital so near to the medical school of Howard University affords the students of the university an opportunity which exists nowhere else in this country to acquire the clinical instruction which is necessary to complete each student's medical course. On the other hand, this opportunity exists for white students in every State of the Union.

In addition to the great importance to the country of having an institution capable of developing trained leaders for the colored race in all walks of life, the urgent necessity of making possible a supply of properly trained physicians of that race for the protection of the health of all our people, white as well as black, must be plain to every fair-minded American citizen.

HOWARD UNIVERSITY

JANUARY 21, 1925.—Committed to the Committee of the Whole House on the state of the Union and ordered to be printed

Mr. LOWREY, from the Committee on Education, submitted the following

MINORITY REPORT

[To accompany H. R. 10604]

HISTORY OF APPROPRIATIONS TO HOWARD UNIVERSITY

The Howard University Catalogue, 1923-24, page 39, declares that "The original purpose of the university was to train ministers of the gospel." With this idea, it was organized as most other large institutions of higher education have been organized. At a prayer meeting at the First Congregational Church of Washington, November 20, 1866, a little group, moved by a spirit of great devotion and consecration, determined on the undertaking. The school opened on May 1, 1867. "The first 10 years of its life were years of marvelous faith." One hundred and fifty acres of land were bought at \$1,000 per acre. In 1873, or thereabout, "much of this land was sold at four times its cost." In the same year the Freedman's Bureau gave the school \$500,000, so that within seven years of its inception the school had funds from two single sources of well over half a million dollars.

Just what was done with this fund the catalogue does not recount, but "by 1875 the university was \$100,000 in debt." But expenses were cut, private contributions were received, and in 1879 Congress came in to relieve the situation. The Federal appropriations made from that time to this are as follows:

1879-----	\$10, 000. 00	1886-----	\$24, 500. 00
1880-----	10, 000. 00	1887-----	24, 500. 00
1881-----	10, 000. 00	1888-----	23, 400. 00
1882-----	25, 000. 00	1889-----	23, 000. 00
1883-----	18, 500. 00	1890-----	29, 300. 00
1884-----	18, 500. 00	1891-----	34, 800. 00
1884-----	4, 000. 00	1892-----	29, 500. 00
1885-----	24, 500. 00	1893-----	28, 800. 00

1894-----	\$29,500.00	1910-----	\$104,700.00
1895-----	29,500.00	1910-----	10,000.00
1896-----	32,600.00	1910-----	80,000.00
1897-----	32,600.00	1911-----	92,900.00
1898-----	33,600.00	1911-----	18,340.00
1899-----	35,100.00	1912-----	92,000.00
1900-----	35,100.00	1913-----	101,000.00
1901-----	35,100.00	1914-----	101,000.00
1902-----	42,100.00	1915-----	101,000.00
1903-----	39,100.00	1916-----	101,000.00
1904-----	47,600.00	1917-----	101,000.00
1904-----	2,000.00	1918-----	117,937.75
1904-----	2,000.00	1919-----	121,937.75
1905-----	47,600.00	1920-----	243,000.00
1906-----	47,600.00	1921-----	280,000.00
1907-----	59,700.00	1922-----	190,000.00
1908-----	63,200.00	1923-----	232,500.00
1909-----	162,200.00	1924-----	365,000.00

This makes a grand total of \$3,568,815.50 appropriated out of the Federal Treasury to Howard University. Two million one hundred and forty-seven thousand three hundred and seventy-five dollars and fifty cents of this has been appropriated since 1913. At present we are being called on for from two to four hundred thousand dollars a year at a minimum, and for building purposes the requests per year, which requests have not yet been granted, seem to run to the half million mark.

All this is over and above what the university takes in per year on fees, tuition, and board charges. We submit that there is probably not a university in the country which pretends to make charges at all that permits such a large gap to exist perennially between its income and its disbursements; that this gap would not exist were it not that the university had been pampered with Federal funds; and that it is bad for the university, bad for its students, and a vicious governmental policy to allow such conditions to continue and to encourage them by the passage of this or any similar measure.

ILLEGAL APPROPRIATIONS

All these appropriations have been illegal. The introduction of the present bill is an admission of that fact, and such ruling has too often been made in the Congress to require that this proposition be discussed. Not only is it without statutory foundation but it is contrary to the spirit, if not to the letter, of the Constitution. There is no legal ground on which the support of a private institution by Government funds can be justified; and there is no constitutional ground on which the federalizing of an institution for the benefit of a class of persons who are citizens of the United States and in no sense the peculiar wards of the Government can be defended.

If we have the right to appropriate to Howard University, we have an equal right to appropriate to George Washington University.

NOT NECESSARY FOR THE CAUSE OF NEGRO EDUCATION

A measure of this sort is not necessary for the cause of negro education. The negro yearbook, 1918-19, reports that since 1865 religious and philanthropic organizations had up to that time contributed \$63,500,000 to negro education in the South. The negroes themselves had contributed \$30,000,000. Negro institutions in the

country in 1919 had an endowment total of about \$10,000,000. This has been very largely increased since 1919. Within the last two months the press has announced gifts to negro education totaling about \$8,000,000. Wilberforce University, at Wilberforce, Ohio, reported in 1919 an income of \$175,000 with 487 students. Tuskegee Institute in Alabama reported an income of \$282,480, with about 1,800 students. These two institutions and others are living proof of the fact that negro education can be supported and can flourish without illegal appropriation from the Federal Treasury and hurtful paternalistic pampering.

In addition to this many of the great universities of the country are open for negro as well as for white students. The negro yearbook lists, page 282, some 35 negro students who have made Phi Beta Kappa at these universities.

The Negro race is amply able to support its own institutions of higher education as fast as it can use them to advantage. In 1919 (yearbook, p. 1) negroes owned 600,000 homes in the United States. They operated 1,000,000 farms. They conducted 50,000 businesses. They had accumulated wealth amounting to \$1,100,000,000. This last figure seems low. The census of 1920 gives then nearly \$700,000,000 worth of land in 11 Southern States. These figures have doubtless increased largely since 1919.

NOT NECESSARY FOR THE LIFE AND BEST USEFULNESS OF HOWARD UNIVERSITY

With all this accumulated wealth, with the great progress the race has made in intelligence and regard for education, with Howard University's own 6,112 graduates scattered throughout the country and the world, and with its 2,000 students annually, it is impossible to believe that the institution is dependent on this kind of government paternalism for its own life and best usefulness.

And add to this the fact that it is as easy to-day to get voluntary contributions to negro education as to any other one line of philanthropy in America. Witness the speedy success of the recent campaign to rise \$5,000,000 for Tuskegee and Hampton.

As we have shown, from the Government and from two other single sources, Howard University has received about \$4,500,000 in addition to all its normal income and many smaller contributions; one, for instance, from Mr. Carnegie for \$50,000. It has a magnificent plant and an enthusiastic student body.

Howard has come thus far through the munificence of the Congress in illegally appropriating to a private institution money taxed from the people for Government expenses. The time has now come not that the burden should be permanently fastened on the Government in a way to insure its constant growth as a vicious paternalistic proposition but that the school should be given an opportunity to live and work of its own right, by its own strength and in its own way.

B. G. LOWREY,
R. E. L. ALLEN,
R. L. DOUGHTON,
W. W. HASTINGS,
R. LEE MOORE,
H. ST. G. TUCKER.

